

Welcome to EDUC 201!

EDUC 201 Identity and Difference in Education

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Teaching assistants:

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Lecture: Wednesdays 9:00-10:00 am

2 Education Building

Course description:

This course focuses on what it means to be a part of any community that values education and how we as students and teachers are socially positioned in our roles given social and political ideas about identity and difference. We will explore ways of knowing, teaching, and learning related to identity and difference through lecture, course readings, discussion section, and in community placement.

Community placements are a required and essential part of this course. All students will be placed in a community-based field experience that requires you to share your time and talents. Most community placements are off-campus, located in the larger communities of Champaign-Urbana, IL. The work you do in community placement will inform, influence, and shape the knowledge gained in the classroom, and vice versa.

This course is designed to support student reflection and critical praxis about individual and collective experiences as learners and teachers who value community and are interested in critically thinking about issues of inclusion, exclusion, power, and privilege.

Assignments encourage active and community-based learning, draw on readings and experiences in community placements to critically reflect on issues and plans for future professional applicants, and require you to use your imagination.

Readings and assignments are below on this site. There may be changes to to the schedule- however, you will receive advance notice.

Students in this course will explore:

1. Identity as relational, contingent, strategic, and fluid--and also, closely held, beloved, and protected.
2. The cultural, political, social, and historical relevance of our assumptions and attachments about identity, difference, and community.
3. Multiple ways of seeing and showing up in the world reach to simultaneously teach and learn.
4. How education happens through and with community--outside of traditional classrooms, and through active participation.
5. Living, teaching, and learning in diverse settings that require negotiating difference, as well as experiencing joy and discomfort
6. How to share in the responsibility of creating transformative learning spaces and discuss race, gender, class, sexuality, and disability.

Course assignments:

30 points Lecture/Discussion Section—(Including attendance in lecture and discussion)—part of this grade will be in-class assignments and participation in discussion section as documented and facilitated by the teaching assistants.

20 points Community-based Placements—Including contact hours at site and satisfactory work report from TA (in this segment of the course grading: 20 hours, with all aspects of the work satisfactory for an A: to get a grade for placement at all, you do need to complete 20 hours **not including site specific trainings**, so please do not take this change as an indication to cut your hours). **This in an integral part of class.** Placements will form the basis for critical reflections in forum posts and in the final project. **Note:** Never use names of particular individuals you're working with in your discussions of your placement experiences—they have a right to privacy. We will talk more about this in class.

10 points Paper #- Paper and Presentation

25 points Paper #2— Research Paper including glossary.

15 points Final Project

Dr. Brown's Office hours are by appointment.

Disabilities Statement

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail a message to disability@uiuc.edu.

To insure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to contact the instructor as soon as possible.

If you need accommodations for any sort of disability, please email me and DRES after class.

Academic Integrity Statement

The Illinois Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://www.admin.uiuc.edu/policy/code/>

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <http://www.admin.uiuc.edu/policy/code/>. Please note that you are responsible for reading this policy. Ignorance is not an excuse for any academic dishonesty.

GRADING

Grading will be based on whether or not you complete the assignments and the degree of care the with reading, writing, and thinking course content. Variation in grades will also depend on the following:

1. Clarity of writing (and thinking)
2. Proofreading
3. Integration of course readings, primary sources, outside readings (where applicable) to the analysis of assignments
4. Creative approaches to the assignments
5. Respect and serious concern for your work

Please note: each teaching assistant is responsible for their own section. While assignments will be the same across sections, teaching assistants each have their own style and approach to the course and grade. Please be respectful of the differences that emerge across sections.

OPPORTUNITIES FOR EXTRA CREDIT WILL BE AVAILABLE IN LECTURE (ONLY).

The grades will be based on the following scale:

A+	95-100
A	94-93
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
F	Below 60

It is expected that all students come to lecture and section prepared- make sure you've read and/or watched all assigned materials, completed assignments and are ready to turn them in at the start of class (if due), show up on time, and actively contribute to classroom discussion (see following paragraph for further explanation).

ON TIME CLASS "PARTICIPATION"

"Participation" is placed in quotes, as there are multiple ways of participating and communicating in a classroom environment. Verbal communication is one of the most common modes of self-expression; and I hope that everyone in the class feels free to engage in dialogue and discussion on a regular basis. However, there are those of us who may feel reticent to speak up and prefer to be "silent." As much as I respect individual preferences, I cannot stress too much the importance of sharing one's ideas and thoughts in a public sphere. With that, I ask the class participants to **be aware of one another's participation level and be conscious to defer or take the initiative as needed.** Respect each other's "voice". Be on time.

Schedule (All readings are posted on moodle page):

- 1/17 Introduction
- 1/24 Community Placement Recruitment
- 1/31 Decolonization, Abolition, and Racism
- 2/7 Redefining Education
- 2/14 Showing Up
- 2/21 A Way In
- 2/28 Who do you call a stranger
- 3/7 Assimilation and Exclusion
- 3/14 Redefining Difference
- 3/21 Spring Break
- 3/28 Equity and Achievement
- 4/4 Mass Incarceration
- 4/11 Culturally Relevant Pedagogy

4/18 Creating change

4/25 And Yet My Mask Is Powerful

5/2 Radical Imagination